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ABSTRACT

The annual report of the University System of Georgia identifies major commitments and activities, describes the system's seven-year plan and summarizes its financial status. The report begins with a list of members of the Board of Regents, messages from the chairman of the Board of Regents and the system Chancellor, and a list of system institutions and their presidents. The next section describes achievements and activities related to the system's emphasis on service and accountability. It discusses teacher preparation programs, system participation in economic development, system response to technology shortages, approval of a new capital priority list, new presidents, honorary degrees awarded, and naming of facilities. The following section introduces the current seven-year plan; it includes the system's mission statement, a statement of guiding principles and specific system goals, and a progress chart showing accomplishments and plans from 1994 through 2001. A section on achievements focuses on national recognition and awards received by the system and individual campuses, national achievement awards received by system faculty and staff, and outstanding achievements of system students. The final section summarizes current revenues and expenditures of the system. (DB)

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ED 430 447

momentum

Moving From a Leader in the South to a Leader in the Nation

University System of Georgia

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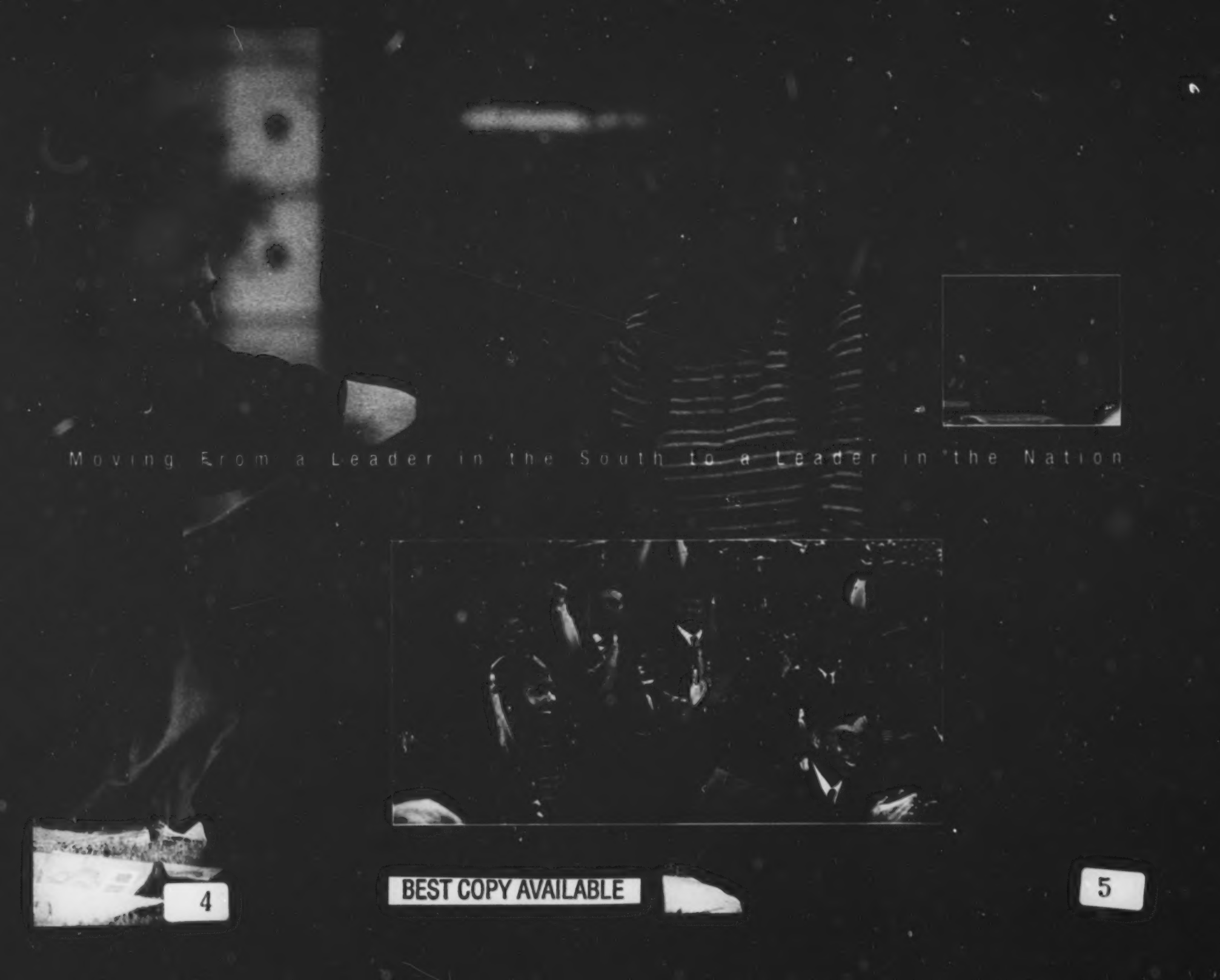

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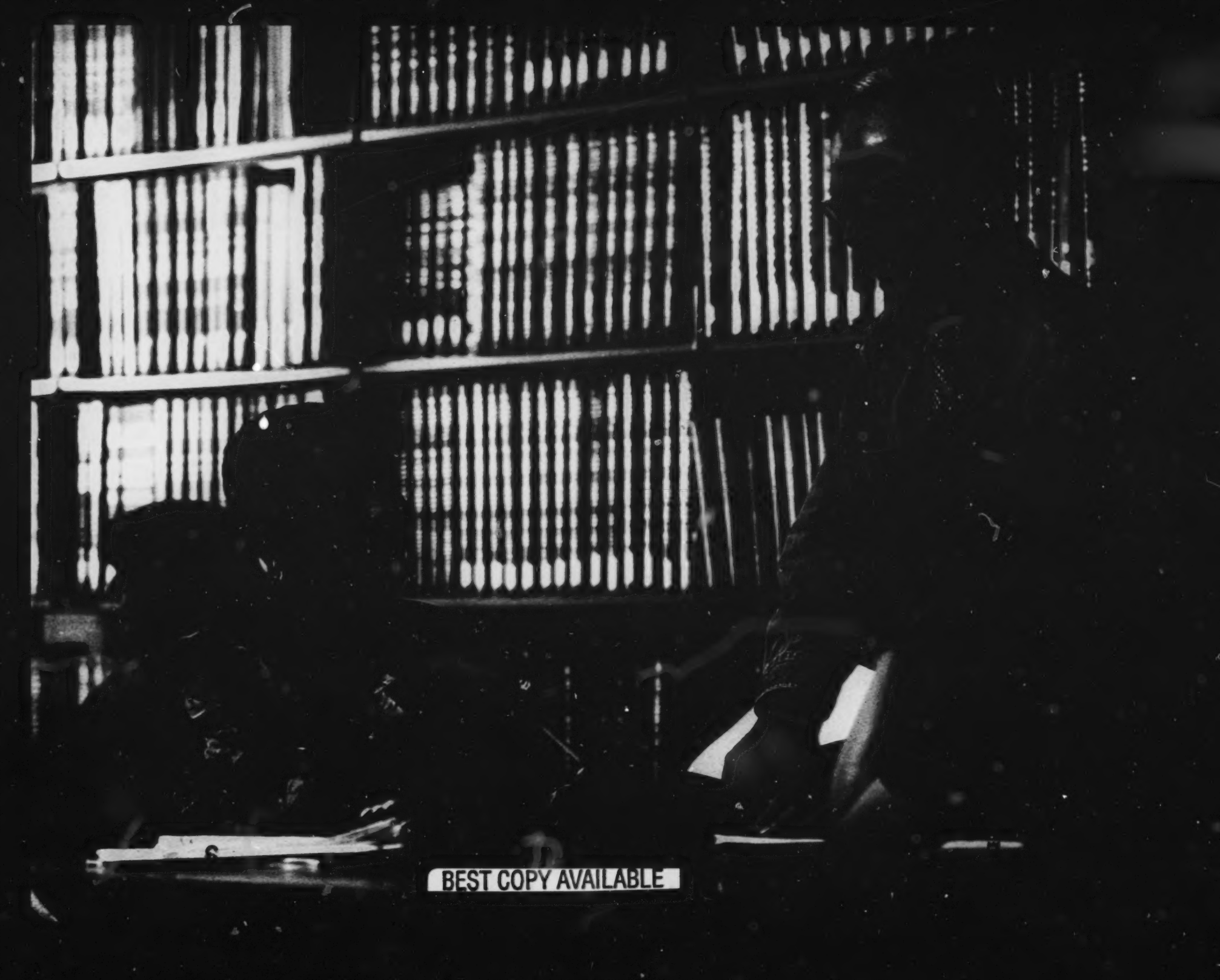
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members, board of regents

Sitting, left to right: Regents Juanita Powell Baranco, Thomas F. Allgood, Sr. (immediate past chair), Edgar L. Jenkins (vice chair), S. William Clark, Jr. (chair), Chancellor Stephen R. Portch and Regent Charles H. Jones.

Standing, left to right: Regents George M.D. "John" Hunt, J. Tom Coleman, Jr., Glenn S. White, Edgar L. Rhodes, Elridge W. McMillan, A.W. "Bill" Dahlberg, Jr., Donald M. Leebern, Jr., Kenneth W. Cannestra, David H. "Hal" Averitt and Shannon L. Amos.

Not pictured: Regent Suzanne G. Elson.

July 1, 1997 — June 30, 1998

Regents	Current Terms
Thomas F. Allgood Sr.	1/12/93-1/01/00
Shannon L. Amos	6/20/96-10/13/98
Juanita Powell Baranco	1/07/91-10/01/05
Kenneth W. Cannestra	2/08/94-1/01/01
S. William Clark Jr.	1/14/92-1/01/99
J. Tom Coleman Jr.	1/10/95-1/01/02
A.W. "Bill" Dahlberg	1/07/97-6/03/98
Suzanne G. Elson	1/12/93-11/07/97
Hilton H. Howell Jr.	6/15/98-1/01/04
George M.D. "John" Hunt	1/07/97-1/01/04
Edgar L. Jenkins	1/14/94-1/01/01
Warren Y. Jobe	6/15/98-1/01/99
Charles H. Jones	6/30/94-1/01/02
Donald M. Leebern Jr.	2/19/91-1/01/05
Elridge W. McMillan	1/01/96-1/01/03
Edgar L. Rhodes	1/01/92-1/01/99
Glenn S. White	1/07/97-1/01/05

a message from the chairman

To Our Constituents Throughout Georgia:

There's nothing more important to me than educating Georgians. I'm a grandfather, and I constantly emphasize the importance of education to my grandchildren, because that's the route to real opportunity. That's why I consider my service on the Board of Regents as the most important civic duty I have ever assumed. It's also why during my year as chairman of the board, I decided to engage all 16 members of our board in a year-long study of the University System's role in teacher preparation through our 15 colleges and schools of education.

This undertaking was a first — the first time the Board of Regents had taken a single policy issue and dissected it for 10 full months, culminating in comprehensive policy setting. The entire process was driven by extremely informative data, the hallmark of our policy setting; yet it also benefited greatly from those already in the teaching profession, both newcomers and veterans alike. We were ably supported by two "Master Teachers" from the K-12 sector, who ensured that our partnership was effective and ongoing.

Our goal with this effort is to graduate better teachers. These "new and improved teachers," in turn, should produce better students at all levels of Georgia's educational system. This outcome is directly linked to the Board of Regents P-16 Initiative whose goal is to increase student success.

We take our role in teacher preparation very seriously — so seriously, in fact, that we are willing to **guarantee** it. If adequate funding is acquired to fund this initiative, we intend to guarantee all of the teachers who graduate from our education programs who begin matriculating in the fall of 1999 and beyond.

While teacher preparation dominated our policy-setting agenda, there were additional significant milestones for the Board of Regents during the past year. Here are some of the highlights:

- Governor Zell Miller put forward his final Capital Budget for the University System, culminating in more than $1 billion in funding during his eight-year administration.
- Vice President Al Gore came to Columbus State University to recognize the University System's contributions to Georgia economic development via the Intellectual Capital Partnership Program.
- We continued to attract the nation's most talented educational administrators to the presidential posts within the University System.
- The Board also approved only a three percent tuition increase — among the lowest in several decades.

I put a lot of miles on my car this past year while serving as chairman of the regents, attending graduations and convocations and inaugurations. I liked what I saw on our campuses. We are building on the momentum that's been achieved since this board approved its strategic plan, "Access to Academic Excellence." Midway to its completion, we have done much in which we can take pride. But, we're not done yet! There is still progress to be made, and benchmarks to be met.

The University System of Georgia is especially grateful for the generous support we have received that has allowed us to travel so far in such a short time. We know this progress would not have been possible without the support of Governor Miller, and the extremely effective partnership he built with the legislature and Georgia's citizens. We are optimistic that the future leaders of this great state will allow us to continue our return on the financial investment that has been made in higher education for Georgians.

Sincerely,

S. William Clark, Jr.

Regent S. William Clark, Jr., Chairman
Board of Regents of the University System of Georgia
July 1, 1997 - June 30, 1998

a message from the chancellor

Dear Friends of the University System of Georgia:

I take pride in bringing you this report about the great progress being achieved within the University System of Georgia.

This publication holds special significance this year. We've reached the mid-point of the ambitious seven-year strategic plan our Board of Regents adopted in the fall of 1994. It also holds particular meaning because this will be the last report published during the active administration of Georgia's — and perhaps the nation's — greatest education governor. The partnership that Governor Zell Miller has fostered between his office, the state's General Assembly, and the Board of Regents has been unparalleled in its returns.

When Gov. Miller took office in 1991, he said he wanted to build a nationally recognized system of public higher education for Georgians. He has delivered on his promise, with innovative programs like the HOPE scholarship, a steady infusion of educational technology, and unprecedented funding in faculty and staff salaries. These programs have helped Georgia leap near the top of the Southern states and gain increasing national recognition.

For our part, the University System has been hard at work — especially during the past four years — implementing a strategic plan worthy of the financial investment being made by our state and its taxpayers. And we have made incredible progress. Georgia is the envy of the Southeast when it comes to attracting and retaining the best and brightest faculty and staff, and we are gaining momentum nationally on many fronts that evaluate performance in higher education. Still there is much work to be done. We can ill afford to slow the momentum or rest on our laurels. If we do, the investment that's been made will be wasted; we will quickly slide into being average — and that's not good enough for Georgia.

This 1997-98 annual report gives you a broad look at the activities that are moving the University System closer and closer to true national preeminence. We're remaining accountable to our constituents, continuing our partnerships with our peers, and we're constantly challenging ourselves to do business in new and different ways.

Inside this report you'll learn more about:

- The Board of Regents' first "year-long" policy focus, which tackled the University System's role in teacher preparation, which has wide-reaching impact for the University System and the K-12 sector;
- Insight into how the University System is contributing to the state's economic development and job creation;
- What's on the horizon for the University System's campuses in terms of capital construction;
- Details about some of the University System's newest presidents; and
- Exciting facts about the achievements of the University System's campuses, faculty, staff and students.

We've come a long way in the past year. Still, we have further to go. The percentage of Georgians who hold a bachelor's degree is growing (today it's 22 percent versus 5 percent in 1950). But it's not enough to keep up with the rate of growth in jobs that require higher education (according to the U.S. Department of Labor, 9 million new jobs over the next 10 years — a 25 percent increase — will be available to those who hold a bachelor's degree).

Over the next three years, our goal is to achieve full implementation of our strategic plan. We will see better-prepared students coming into the University System, ready to do college-level work, and more students graduating from our colleges and universities who will remain in the state to work in jobs that we have helped to create. This will result in an increase in the educational attainment levels of Georgians, which ultimately drives increased economic development and higher prosperity for our citizens. We also plan to meet the increasing growth in the state's population with new facilities and state-of-the-art education programs that serve both traditional and working-adult students.

With your sustained support, we will continue our momentum. We will achieve Georgia's rightful place in higher education — at the top, where this state belongs!

Sincerely,

Stephen R. Portch
Chancellor

The University System of Georgia

Abraham Baldwin Agricultural College	Harold J. Loyd
Albany State University	Portia H. Shields
Armstrong Atlantic State University	Robert A. Burnett
Atlanta Metropolitan College	Harold E. Wade
Augusta State University	William A. Bloodworth, Jr.
Bainbridge College	Margaret D. Smith, Interim
Clayton College & State University	Richard A. Skinner
Coastal Georgia Community College	Dorothy L. Lord
Columbus State University	Frank D. Brown
Dalton College	James A. Burran
Darton College	Peter J. Sireno
East Georgia College	Jeremiah J. Ashcroft
Floyd College	H. Lynn Cundiff
Fort Valley State University	Oscar L. Prater
Gainesville College	Martha T. Nesbitt
Georgia College & State University	Rosemary DePaolo
Georgia Institute of Technology	G. Wayne Clough
Georgia Perimeter College	Jacquelyn M. Belcher
Georgia Southern University	Harry S. Carter, Interim
Georgia Southwestern State University	Michael L. Hanes
Georgia State University	Carl V. Patton
Gordon College	Jerry M. Williamson
Kennesaw State University	Betty L. Siegel
Macon State College	David A. Bell
Medical College of Georgia	Francis J. Tedesco
Middle Georgia College	Michael F. Vollmer, Interim
North Georgia College & State University	Sherman R. Day
Savannah State University	Carlton E. Brown
South Georgia College	Edward D. Jackson, Jr.
Southern Polytechnic State University	Lisa A. Rossbacher
State University of West Georgia	Beheruz N. Sethna
University of Georgia	Michael F. Adams
Valdosta State University	Hugh C. Bailey
Waycross College	Barbara P. Losty

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Teacher Preparation Initiative Earns High Marks

The 16 members of the Board of Regents went "back to school" during the 1997-98 academic year, and received high marks for their efforts. They spent 10 full months learning about the challenges facing today's public-school teachers, and adopted policies to better prepare graduates of the University System's 15 teacher preparation programs for meeting those demands.

Motivated by the personal commitment of **Board Chairman S. William Clark Jr.**, the year-long study resulted in the adoption of 10 guiding principles that now will serve as the operational guidelines and expected outcomes for the System's accredited teacher preparation programs. Clark said he focused his year as chairman on teacher preparation because of his interest in K-12 education, and because of the Board's efforts to improve student success at all levels.

"Teaching is at the core of student success," Clark remarked, "and we want to ensure that teachers graduating from our programs will be especially effective in today's classrooms. We take seriously our mission of working with the state's Department of Education to help Georgia's youngsters achieve their educational goals."

Since 1995, the University System's teacher education programs have been connected to the Board of Regents' P-16 activities, aimed at collaborative educational reform. Through this initiative, the University System's education majors are benefiting from a number of changes in the schools and colleges of arts and sciences that improve advising quality, curriculum development and career counseling.

Nationally, 1,200 teacher education programs are currently in operation, 500 of which are accredited by the National Council for the Accreditation of Teacher Education. All 15 of the University System's teacher education programs are included among the 17 programs currently accredited in Georgia. NCATE accreditation acknowledges that all teacher education faculty must have at least three years of prior teaching experience in the K-12 sector.

The Teacher Preparation Initiative

The Board of Regents Teacher Preparation Initiative was conducted under the board's Strategic Planning Committee, chaired by Regent Donald M. Leebern, Jr. Nationally recognized experts from Georgia and other parts of the country, master teachers, new teachers and campus-based educators and administrators addressed the board during the 10-month project. Participants shared data regarding those who compose the teaching profession, current teaching practices and impediments, and state-of-the-art approaches being explored by teacher preparation programs.

Dr. James Muyskens, senior vice chancellor of academic affairs for the University System of Georgia, directed the study along with Dr. Jan Kettlewell, assistant vice chancellor for academic affairs.

According to University System officials, new technologies, societal issues and workforce patterns all have impacted teaching in critical ways in recent years — driving the need for teacher preparation to be addressed in a comprehensive manner. Because the University System has such extensive responsibility for preparing many of the state's future teachers, it was incumbent upon officials to exhibit leadership and dedicate resources to improving the quality of teacher preparation throughout the state. Improving teachers' ability to meet the challenges they face in today's classrooms and enhancing their success in the profession has become a key focus for the Board of Regents.

The Challenge

Since 1995, the Board of Regents has been engaged in implementing policies to significantly increase admissions standards at its 34 colleges and universities by the year 2001. The regents' efforts are aimed at addressing the need to more effectively prepare students to compete in a 21st century marketplace. Under the board's Admissions Policy Direction, all studer. s who desire admission into the University System now must complete a minimum of 16 credits of college preparatory curriculum at the high-school level to be considered for acceptance. Admission into the System's research and regional universities, as well as the state universities, will require additional academic coursework beyond the minimum 16 units.

The board acknowledged the direct connection between student preparedness for college-level work and the effectiveness of teachers who instruct them at the K-12 level. Phased-in implementation of the System's admissions policy identified critical issues impacting student learning. Out-of-field teaching and teacher supply/demand problems for key subjects such as math and other required courses surfaced as significant concerns. The board's Teacher Preparation Initiative is expected to effectively address those intersections, among other long-term goals.

The Process

Dr. Muyskens led a 25-member task force, the 1997-1998 Ad Hoc Committee on Teacher Preparation, which included teachers from the K-12 sector, the deputy state school superintendent, faculty and deans from the University System's colleges of arts and sciences and schools/colleges of education, and

other high-level administrators. The committee advised Dr. Muyskens, who made final recommendations to the Board of Regents in the spring of 1998 for final action.

Three key questions guided the group's study and their subsequent recommendations:

- What is the University System doing to recruit the best and brightest students into the teaching profession?
- Is the current preparation of teachers the best possible given the challenges?
- What is higher education's role in supporting the professional development of teachers once they enter the profession?

A Highlight of the Issues

A key factor affecting teaching — both nationally and in Georgia -- is the high percentage of teachers who provide instruction in subjects for which they have little background.

Information compiled by the Schools and Staffing Survey (SASS) shows that for all major subject areas (English, math, science, social studies, and history), a significant percentage of instruction in public high schools (grades 9-12) is the responsibility of teachers who do not hold either a major or minor degree in that field. For example: nationally, 55 percent of the teachers in physical science do not hold a degree in that subject. The percentage in Georgia is 66 percent.

SAAS is one of the largest and most comprehensive data sources available nationwide on the staffing, occupational and organizational characteristics of schools in the U.S.

Attrition and turnover are other issues impacting the teaching profession. Teachers leave the profession for a variety of reasons, but the SASS data shows that the majority in Georgia who abandon teaching (32 percent versus the national average of 18 percent) do so out of dissatisfaction.

"Other career choices" was given as the reason for leaving by 27 percent in Georgia, compared with 24 percent nationally. An aging teaching population also is a factor; retirement accounts for 8 percent of Georgia teachers leaving the profession. Some additional statistics regarding attrition:

- The attrition rate for new teachers in Georgia after one year is 16 percent (for the period 1991-92), and after three years it's 26 percent (for the period 1991-1994).
- The five-year attrition rate for all new teachers in Georgia is 34 percent (for the period 1991-1996).
- For secondary teachers, the rate is even higher during this period — 41 percent.
- Once a teacher passes the five-year mark, the attrition rate drops dramatically, to approximately 6 percent for all teachers.

Guiding Principles and "The Guarantee"

At its April 1998 meeting, the Board approved a new policy that will "guarantee" the performance of P-12 teachers produced through its teacher education programs — with the caveat that the teachers will teach within the fields for which they were prepared. That guarantee is one of 10 **Principles for the Preparation of Educators for Schools** adopted by the board.

The 10 principles are grouped into three categories — quality assurance, collaboration, and responsiveness — and are summarized below:

Quality Assurance

1. **The University System will guarantee the quality of any teacher it graduates.** The recommendation calls for teacher education programs to assure that its graduates: have sufficient subject matter knowledge in all areas included on their teaching certificate; can demonstrate success in bringing students from diverse cultural, ethnic, international, and socio-economic groups to high levels of learning; and are able to use telecommunication and information technologies as tools for learning. A key part of this recommendation is that elementary school teachers should be able to demonstrate accomplishment in teaching children to read. Under this recommendation, any public institution that awarded a degree and submitted the recommendation for teacher certification would stand by the quality of its graduates and maintain an obligation to nurture the continuing development of teachers. (This policy will affect teacher preparation majors beginning their studies in Fall 1999 and beyond.)
2. **The University System will guarantee that all of its graduates in early childhood education can demonstrate accomplishment in teaching children to read and do mathematics.** Teacher candidates in early childhood education will complete at least the equivalent of academic minors in reading and mathematics, and demonstrate success in diagnosing student difficulties in these subjects and appropriate measures for addressing such problems.
3. **Graduate programs for teachers will adhere to the general principles of the National Board for Professional Teaching Standards.** This organization has set standards to ensure that experienced teachers are accomplished in meeting the learning needs of all students.

4. **The University System will assure that graduates of its programs for school leaders and counselors are able to create learning environments that support teacher success in bringing students from diverse groups to high levels of learning.** This recommendation reflects the key role administrators play in creating an environment that supports students, teachers and learning.

Collaboration

5. **Teacher preparation programs will be the shared responsibility of education faculty, arts and sciences faculty, and classroom teachers in the schools.** The three groups must work together if teacher preparation programs are to be effective, the Ad Hoc committee has noted.

6. **Through partnerships with P-12 schools, institutions that prepare teachers will have an ongoing responsibility to collaborate with schools in mentoring, induction, and professional development programs for classroom teachers and school leaders.** This recommendation is aimed at keeping good teachers in Georgia's public schools; currently more than 30 percent of the state's teacher leave teaching within their first five years.

Responsiveness

7. **All teacher preparation programs will implement aggressive recruitment policies to increase the numbers, raise the caliber and expand the diversity of teacher candidates, and to balance supply and demand.** Institutions with teacher preparation programs should set the academic qualifications of students going into teacher preparation at a level comparable to student qualifications for the institution as a whole. It also recommends the establishment of a clearinghouse to identify the demand in the state's public schools for teachers by discipline.

8. **The University System will expand the number of teacher certification programs offered to individuals who already hold bachelor's degrees from accredited colleges in order to increase opportunities for individuals seeking second careers in teaching.**

9. **The University System will work with the Department of Education and the Professional Standards Commission to bring an end to out-of-field teaching in Georgia.** Currently in Georgia, 66 percent of physical science teachers, 49 percent of history teachers, and 23 percent of mathematics teachers do not have at least an academic minor (18 semester hours) in the subject, according to a Schools and Staffing survey. Data support that higher student achievement occurs when students are taught by teachers who are well prepared in the subject.

10. **The University System will encourage institutions that prepare teachers to give added emphasis to policies that: support the efforts of faculty to model effective teaching; give the same status and value to teacher preparation research as is given to other basic and applied research; and support increased participation of teacher preparation faculty in the public schools.**

Accountability and Expected Outcomes

The Teacher Preparation Initiative will be implemented during 1998-99 and continue — with the allocation of necessary funding — over the next several years. The immediate next step is for University System officials to work with the 15 teacher education programs to develop action plans that will achieve the goals of the adopted principles. The Ad Hoc Committee on Teacher Preparation will be involved in shaping those plans.

In addition, long-term anticipated outcomes of the study are:

- to increase collaboration among those involved in teacher preparation;
- to elevate the prominence and attractiveness of teaching as a career choice among college and university students; and
- to develop well-informed policy recommendations that will have significant impact on the teaching profession.

Coordinators of the Teacher Preparation Initiative want to have a direct impact on improving student learning and achievement, beginning with pre-kindergarten and continuing through the twelfth grade. System officials want to assess what teachers know and what performance expectations they must meet in order to help students succeed and perform at high levels, as well as understand the environment in which teachers operate. Properly assessing those factors will facilitate better comprehension of what contributes to an individual's success as a teacher; factors that cause teachers to leave the profession; and the proper environment, support and professional development required to enable teachers to be effective as long-term contributors to the teaching profession.

The Board of Regents teacher preparation principles hold great promise for increasing the quality of teacher education programs in Georgia and the caliber of students who will graduate from the University System's 15 teacher education programs. The board has taken major steps to ensure that quality and collaboration are the hallmarks of teacher education in this state. As a result of this year-long study, new teachers should be able to foster higher levels of student learning in the state's classrooms because they will be better prepared to meet the academic and societal challenges they face.

Participation In Economic Development

National labor projections cite that the fastest-growing jobs in the next century will require a bachelor's degree or higher. In fact, during the 10-year period of 1996-2006, the U.S. Department of Labor predicts a 25 percent jump in the growth rate of occupations requiring a college degree — which translates to 9 million new jobs. Thus, an on-going partnership between higher education and the state's economic sector to position Georgia strategically in the workforce marketplace is essential.

As a strategic partner in the state's economic development, the University System of Georgia focuses on targeting high-end, knowledge-based jobs. The System's Intellectual Capital Partnership Program (ICAPP) and its Office of Development and Economic Services have supported several major company relocations and expansion projects which have netted hundreds of jobs for Georgians. During the past year, the following companies benefited directly from the University System's intellectual capital and support in the creation of the following new jobs for Georgians:

Company	Location	New Jobs
American Recycling Technology	Ringold	400
C.W.R Forge & Technologies	Sylvester	30
Caterpillar	Griffin	300
Curtis	Duluth	250
Frigidaire	Augusta	300
Goldleaf Technologies	Hahira	30
J. W. Bray	Dalton	50
Thomas & Betts	Vidalia	100

And, of course, virtually every company in Georgia benefits indirectly from the 37,556 graduates produced by the University System in 1997-98.

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A Three-Fold Mission:

The University System extends its resources to meet the needs of business and industry in three major ways: through teaching, research and outreach/continuing education.

Teaching

Customized teaching programs to meet the educational needs of business and industry are provided through ICAPP Advantage, Georgia's economic development/human resource incentive program that attracts investments and high-paying jobs to the state. Through this program, the system's colleges and universities can expedite the education of highly skilled workers to meet the specific needs of companies for knowledge workers who are in high demand but low supply. For example:

- More than 500 computer/business analysts will graduate from ICAPP by the end of 1998 in a program designed for TSYS in Columbus — one of the nation's largest bank card data processing companies. ICAPP was central to the company's $100 million expansion, providing required computer programmers.
- Goldleaf Technologies, an Equifax financial software company based in Hahira, Ga., and other Valdosta-area businesses have hired 30 students educated in database programming and applications development that were trained at Valdosta State University through the ICAPP Advantage fast-track program. Goldleaf decided to stay and grow in Hahira because of ICAPP's ability to deliver the software programmers the company requires.

A recent study by Georgia State University's Economic Forecasting Center shows that ICAPP's Advantage program nets a 15:1 return on the state's investment, reflected in high-paying jobs for Georgians, increased local and state tax revenues through higher salaries and increased corporate profits.

Research

Research creates new knowledge and products. Supporting research is another strategic way the University System of Georgia helps the state's economy grow.

- In a bold new initiative formalized in February 1998, the University System signed an innovative, inter-agency agreement to foster research-driven economic development. The signing forged a collaborative compact establishing an education and economic development initiative for marketing 100-150 acres of Skidaway Island to attract research and development companies to Savannah, Georgia. The agreement culminated decades of deliberations regarding how to optimize a prime piece of state-owned coastal property. The project, the University System of Georgia Research

Island at Skidaway, will be marketed as a unique property to research-oriented companies for environmentally sound uses. Governor Zell Miller participated in the signing of the Skidaway agreement, along with University System Chancellor Stephen R. Portch for the Board of Regents, Georgia Department of Industry, Trade & Tourism Commissioner Randy Cardoza, and Savannah Economic Development Authority President and CEO Richard D. Knowlton.

- The University System's research expertise also is being directed at assessing Georgia's college-educated workforce demands and the relationship to academic programming. Such supply/demand analyses are being conducted through the **ICAPP Needs Assessment program** to match the needs of Georgia's current and prospective employers with the programs of the University System. This approach, while fundamental in business, is on the cutting edge of higher education. Some of the sample needs assessments conducted by ICAPP during the past year include:
  - *Georgia's Occupational Employment and Demand for College Graduates*
  - *Survey of Business Leaders and Human Resources Professionals*
  - *Assessing the Needs of Georgia's Software Industry*

In addition to conducting workforce assessments, the University System contributes to the state's economic viability via basic and applied research. Traditional Industries Research, the Georgia Research Alliance, and independent research conducted by System faculty and staff are having immediate and long-term impact on Georgia's and the nation's economy.

- Georgia's "traditional industries" — pulp and paper, food processing, and apparel, carpet and textiles have historically been the backbone of Georgia's industrial base. Combined, these industries employ almost half of the state's manufacturing workforce and have an annual payroll in excess of $7 billion. The Traditional Industries Program brings together industry leaders and university researchers to develop and implement practical solutions which significantly impact profits and costs savings.
- The Georgia Research Alliance invests in top academic researchers and scholars and their laboratory needs to stimulate business expansion in three strategic industries: biotechnology, telecommunications and environmental technologies. Georgia Tech, The University of Georgia, Georgia State University and the Medical College of Georgia represent the University System in the public/private research consortium, joined by Clark Atlanta University and Emory University. *The Wall Street Journal* described Georgia's approach to recruiting top researchers and educators in various fields through the Georgia Research Alliance's's Eminent Scholars program as "the new definition of economic competition among the states." The University System hosts 25 of The Georgia Research Alliance's's 29 Eminent Scholars, who have attracted $700 million in research funds since 1990.
- On the independent research front, total external research dollars captured by University System faculty and staff during the 1996-97 academic year (the latest year for which system wide figures are available) was $441 million. This figure marked an increase of $32 million, or 7.9 percent, above the 1995-96 academic year.

Left to right: Regent J. Tom Coleman; Randy Cardoza, commissioner of the Georgia Department of Industry, Trade & Tourism; Richard D. Knowlton, president and CEO of the Savannah Economic Development Authority; Governor Zell Miller; Regent S. William Clark, Jr., chairman of the Board of Regents; and Annie Hunt Burriss, assistant vice chancellor for development and economic services.

Outreach/Continuing Education

The University System's continuing education and business outreach service programs continued to meet high demand during 1997-98. Almost 472,000 people engaged in continuing education programs at the state's public colleges and universities, an increase of 5.5 percent over the previous year. Samples abound of the System's impact in this vital area. For example:

- The University of Georgia's Business Outreach Services unit provided clients with a total of 42,613 hours of consulting during the past year. The University's business training programs were conducted statewide for almost 12,000 people in 819 programs related to starting, retaining and expanding small businesses.
- Georgia Tech's Economic Development Institute provided assistance to 1,150 companies and 130 communities and economic development organizations, which netted the addition or retention of 2,400 jobs in the state. Members of Georgia Tech's Advanced Technology Development Center posted revenues of more than $300 million and employed nearly 2,500 people.

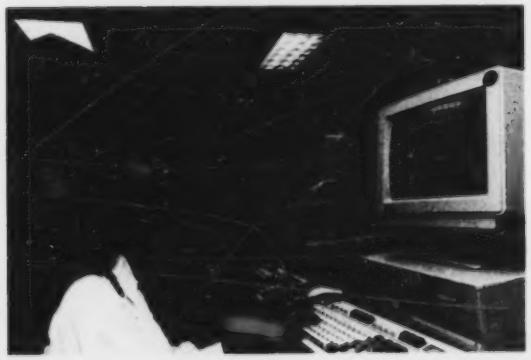
Through its three core missions of teaching, research and outreach, the University System is a vital participant in the state's economic development. ICAPP helps the University System play a strategic role in elevating Georgia's economy and the quality of life for the state's citizens.

System Responds To Information Technology Shortages

The increasing shortage of information technology employees is an economic development issue impacting not only Georgia, but nearly every state in the nation. University System officials have developed a two-pronged strategy to position the state's public higher education system as an Information Age leader by tackling statewide and national shortages of information technology (IT) professionals. The innovative initiative combines the launching of several new academic programs with an accelerated workforce development strategy.

The newly approved academic programs range from certificates to master's degrees, and will be offered by **Clayton College and State University**, **Dalton College**, **Southern Polytechnic State University**, and **Kennesaw State University**. Several accelerated programs also will be offered by **East Georgia College**, **Macon State College**, **Southern Polytechnic State University**, and **Valdosta State University** through the **University System of Georgia's Intellectual Capital Partnership Program (ICAPP).**

The University System's efforts all are aimed at dramatically increasing — both in the short and long term — the number of qualified potential employees being supplied to the information technology industry and other businesses which utilize IT professionals. The degree programs and course offerings also should enhance the preparation of System graduates for today's technologically focused workplace.



The critical response is being spurred by workforce assessments that have identified a severe hiring and retention problem in the leading-edge information technology sectors. According to a recent study co-sponsored by the Information Technology Association of America (ITAA), the leading information technology professional association, nearly 350,000 vacancies exist nationally in three core IT occupational clusters: programmers, system analysts and computer scientists/engineers. In Georgia, the University System produces approximately 1,100 graduates per year to meet a conservative estimated demand for 3,000 new IT professionals annually.

"The state that shapes an effective response to this person-and-brain-power shortage will have the single most dominant edge in the economic development arena."

— Stephen R. Portch
Chancellor, University System of Georgia

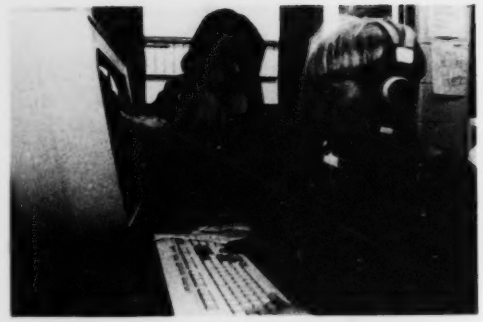
Under the System's initiative, six new information technology programs were approved by the Board of Regents in May 1998, from the following institutions:

Clayton College & State University is spearheading a "career ladder" response that will be offered out of a new administrative unit, the New College for Economic and Community Development, including:

- A **Certificate in Information Technology**, which will require one year of full-time enrollment and incorporate industry-specific certifications such as Microsoft, Oracle and Novell into several courses that encompass intermediate computer applications, networking, database, systems analysis, and an introduction to programming language.
- An **Associate of Applied Science in Information Technology** degree, which will require two years of study that encompass 60 hours of curriculum in such areas as software development, advanced programming, networking and client/server systems, and human-computer interaction.
- A **Bachelor of Information Technology** degree, requiring 120-semester hours of credit wherein students gain core skills central to the information technology field combined with a student specialization. Working with business partners, students will develop projects in actual work environments and assemble portfolios representing their skills.

Dalton College will launch an industry-specific response to meet the information technology needs of Dalton-area carpet industry companies. The new program will offer:

- An **Associate of Applied Science in Computer Networking Technology**, a 64-hour program that will prepare students to install, operate, administer and service computer networks in business and industrial applications. Instructional areas to be addressed include Internet, Web pages and servers, local/wide/multiple-area networks, e-mail systems, intranet programming, and network management using Windows NT and Novell NetWare.



Kennesaw State University will offer an advanced degree program for those seeking to gain or enhance their information system technologies skills without disrupting their careers by offering:

- **A Master of Science in Information Systems,** encompassing 36 hours of courses in the Department of Computer Science. Graduates will be skilled in hypermedia development (i.e., worldwide web application development), legacy system re-engineering (i.e., Year 2000 project management), and telecommunications design, implementation and data support. All students will complete projects enabling them to apply coursework to a real-world system.

ICAPP received $840,000 in funding from the General Assembly in the FY 1999 budget to devise a strategic, economic development response to the widening information technology supply/demand gap. The University System is allocating a total of more than $1.6 million in funds to implement the **ICAPP Information Technology Strategic Initiative**. The effort includes the implementation of workforce development strategies to expedite the entry of information technology professionals into the labor pool to meet short-term supply deficiencies throughout Georgia. In addition, resource centers will be developed to provide business outreach services to meet the information technology brainpower and workforce needs of business and industry.

In fall 1996, information technology programs were offered at every University System institution, except the Medical College of Georgia.

Southern Polytechnic State University is responding to the needs of an emerging industry in which Georgia has decided to compete by offering:

- **A Bachelor of Science degree in Telecommunication Engineering Technology**, which will support the University System's ability to meet the workforce needs of key global companies in Georgia which are leaders in the wireless telecommunications industry. The 128-semester-hours program will be an interdisciplinary degree offering of the university's Department of Electrical and Computer Engineering Technology, combining electrical and computer engineering technology courses with management coursework related specifically to the telecommunications industry.

14

Regents Approve New Capital Priority List

Six new capital requests for University System of Georgia campuses were added to the Major Capital Outlay Priority List approved by the Board of Regents in June 1998. The six projects were selected from more than 64 requests for funding submitted by campus presidents who hoped to secure a spot on the System's evolving capital funding request submitted annually with the Board of Regents proposed budget.

The updated 26-project list, which included $127.7 million in new requests totaling more than $523 million, was submitted to the state's Office of Planning and Budget with the Board of Regents' FY 2000 Budget Request in September. It will serve as the basis for the governor's capital funding recommendations to the General Assembly during the 1999 legislative session.

This is the second year the board has been engaged directly in compiling the capital priority list, and the process has been extremely effective. Presidents have the opportunity to present their requests directly to the regents, and regents hear the details of campus needs firsthand. The process facilitates direct communication, and mitigates any external misperceptions regarding favoritism toward specific projects or campuses.

The FY 2000 Major Capital Outlay Priority List appears on page 15.

University System of Georgia Major Capital Priority List Approved by the Board of Regents, June 10, 1998

Rank	Campus — Project	Estimated Cost
1	Southern Polytechnic State University — School of Architecture	$ 12,691,000
2	Gordon College — Instructional Complex	$ 14,884,000
3	Georgia Institute of Technology — Environmental Sciences and Technology Building	$ 36,618,000
4	North Georgia College & State University — Health & Natural Science Building	$ 18,928,000
5	University of Georgia — Student Learning Center (Classroom)	$ 42,314,000
6	UGA/DeKalb College — Gwinnett Campus, Phase 1	$ 21,754,000
7	Clayton College & State University — University Learning Center	$ 22,921,000
8	Columbus State University — Technology & Commerce Center	$ 15,265,000
9	Georgia Southern University — Science & Nursing Building	$ 24,720,000
10	Coastal Georgia Community College — Camden Center Facility	$ 17,510,000
11	Georgia College & State University — Russell Library & Information Technology Center	$ 19,673,000
12	Savannah State University — Housing Residence Hall	$ 7,725,000
13	Macon State College — Nursing, Health Science & Outreach Complex	$ 15,450,000
14	Abraham Baldwin Agricultural College — Agricultural Sciences Building	$ 6,798,000
15	Darton College — Physical Education Building	$ 9,270,000
16	Georgia Southwestern State University — HPE Recreation Center, Athletic Center & Student Success Center	$ 17,922,000
17	Kennesaw State University — Continuing Education/Convocation Center	$ 22,351,000
18	Augusta State University — Classroom Replacement, Phase 2	$ 18,849,000
19	Medical College of Georgia — Health Sciences Building	$ 32,548,000
20	Floyd College — Bartow Center	$ 17,510,000
Added to List by Board of Regents — June 10, 1998		
21	Georgia Institute of Technology — Advanced Comprehensive Technology Building	$ 31,500,000
22	Georgia Southern University — Library Addition	$ 14,000,000
23	Kennesaw State University — Social Science Building	$ 26,200,000
24	DeKalb College — Student Center, Clarkston Campus	$ 6,300,000
25	Middle Georgia College — Campus Loop (utilities)	$ 14,700,000
26	University of Georgia — PVAC (School of Art) Phase II	$ 35,000,000
Total		**$523,401,000**

Design funds for projects 1-8 were provided in the Fiscal Year 1999 budget; this table indicates funding necessary to complete these projects.

New Presidents

Dr. David Arnold Bell, former vice president for administrative affairs at the University of North Texas Health Science Center at Fort Worth, Texas, and most recently interim president of **Macon State College** in Macon, was named permanently to the presidency on January 13, 1998.

Bell had served as interim president of the College since August 1, 1997. His permanent appointment was recommended by Chancellor Stephen R. Portch and approved by the Board of Regents. Bell now serves as the institution's fifth president.

Prior to joining Macon State College in August of 1997, Bell had served in the vice presidency at the University of North Texas Health Science Center at Fort Worth — one of eight academic medical centers in Texas — since January 1995. In addition to his administrative duties, Bell taught applied ethics in the Department of Medical Humanities. He also served as project director for the University of North Texas' Alzheimer's Disease Research Center.

Dr. David Arnold Bell

Bell's professional experience also includes service as associate vice president for University and Health Science Center Affairs and executive assistant to the chancellor at the University of North Texas in Denton, Texas, from 1993 to 1995; project director for the Dallas Education Consortium from 1994 to 1995 (a P-16 effort); associate provost for institutional planning and research at the University of South Carolina in Columbia, S.C., from 1991 to 1993; associate dean of the South Carolina Honors College from 1986 to 1988; and dean for academic affairs (1982-1986) and chair of the Division of Arts and Letters (1978-1982) at the University of South Carolina in Lancaster, S.C.

Bell holds an A.B. in philosophy degree from St. Lawrence University in Canton, New York, a M.A. in philosophy from Miami University, Oxford, Ohio, and a doctoral degree in philosophy from the University of North Carolina - Chapel Hill. His honors and awards include his 1987 appointment as a research fellow at the Center for Business Ethics in Waltham, Mass.; a 1981 Research and Productive Scholarship Award from the University of South Carolina; and a 1970-1973 teaching fellowship with the department of philosophy at the University of North Carolina at Chapel Hill.

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Dr. Rosemary DePaolo, former dean of the College of Arts and Sciences at Western Carolina University in Cullowhee, N.C., was named the ninth president of **Georgia College & State University** by the Board of Regents and Chancellor Portch on July 9, 1997. The new president joined the University administration on August 1, 1997.

Dr. Rosemary DePaolo

DePaolo became the first woman president of the institution which at one point in its history (1922-1967) served women only and was known as Georgia State College for Women.

Prior to her presidential appointment, DePaolo had served in her post at Western Carolina University since 1993. From 1990-93, DePaolo served as the assistant dean of curriculum and student services of the College of Arts and Sciences and as a professor of humanities at Georgia Southern, during a period when the University was cited as the fastest-growing in the country.

From 1979-1990, DePaolo held faculty and administrative posts at what is now Augusta State University, moving from assistant to associate professor of English in the Department of Languages and Literature, and then on to professor of humanities in the Department of Fine Arts. She also served as director of the humanities program at Augusta State from 1980-90, and as director of Augusta State's Center for the Humanities from 1988-90.

DePaolo earned the doctoral degree in eighteenth century English literature in 1979, and the M.A. in 1974, both from Rutgers University. She holds a B.A. from Queens College of the City University of New York. DePaolo was a Woodrow Wilson Fellow in 1970, and attended the HERS Summer Institute for Women in Higher Education Administration at Bryn Mawr College.

DePaolo is an active consultant in the humanities and program assessment and a participant in peer review panels for the National Endowment for the Humanities. In addition, she is a member of the executive board of the Southern Humanities Council, the Council of Colleges of Arts and Science, the American Association of University Administrators, the American Conference of Academic Deans, the South Atlantic Modern Language Association, and the American Association of University Women.

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Dr. Martha Tovell Nesbitt, former vice president for academic affairs at DeKalb College (now known as Georgia Perimeter College), in Decatur, Ga., was named the third president of **Gainesville College** by the Board of Regents and Chancellor Portch on July 9, 1997. She assumed her post at the College on August 1, 1997.

Prior to being named to the Gainesville presidency, Nesbitt had served as vice president for academic affairs at then DeKalb College since July 1983. From May 1994 to May 1995, she served as interim president of the college. During the 1996-97 academic year, Nesbitt served as special assistant to Chancellor Portch.

Nesbitt joined DeKalb College's Central Campus in 1974 as an adjunct instructor of history and political science, and served as an instructor of history and political science during 1975-77. From 1978-83, she served as chairperson of the Social Science Division, while continuing to serve as an instructor. During 1984-86, Nesbitt concurrently served as DeKalb's vice president of student affairs and vice president for academic affairs. She also served as part of the original administration of the College's North Campus when it opened in 1979.

Nesbitt earned the doctoral degree in history from Georgia State University in 1975. She earned both the M.A.T. in history/education and the B.A. degree in political science from Duke University, graduating magna cum laude.

Nesbitt has served as a Georgia delegate for the Southern Association of Colleges and Schools for six years and as an executive committee member of the Commission on Colleges for three years. In addition, she has served frequently as chair of visiting teams for college and university reaccreditation.

Currently, Nesbitt serves as a regional director on the national board of directors for the American Association of Women in Community Colleges. She also is a frequent presenter at local, regional and national conferences, including the National Institute for Leadership Development and the American Association of Community Colleges. She has served as president of the Georgia Association of Women in Education, as president of the Georgia Section of the American Association of Women in Community Colleges and as an officer on the board of directors of the North DeKalb Rotary Club. In 1995, Nesbitt was selected as "Outstanding Woman of the Year" by the American Association of Women in Community Colleges.

Dr. Martha Tovell Nesbitt

Dr. Lisa A. Rossbacher, former dean of the College at Dickinson College, in Carlisle, Pa., was named the second president of **Southern Polytechnic State University** by the Board of Regents and Chancellor Portch on May 12, 1998. She joined the university on August 1.

Dr. Lisa A. Rossbacher

Rossbacher joined Dickinson College as dean, professor of geology, and the Russell I. Thompson Chair of the Dean of the Faculty in 1995. Previously she served as vice president of academic affairs, dean of the faculty and professor of geology at Whittier College in Whittier, Calif., from 1993-1995. From 1984-1993, Rossbacher served in a number of faculty and administrative posts at California Polytechnic University (Cal Poly) in Pomona, Calif., moving from assistant professor of geological sciences to provost's associate for planning and director of the Commission for the Year 2001. Ultimately, she served as associate vice president for academic affairs at the institution.

Rossbacher launched her career as an instructor in geology at Dickinson College, and later served as a NASA intern in planetary geology at the U.S. Geological Survey, Astrogeology Branch, and expressed interest in becoming an astronaut. She also was selected as a mass media science fellow for National Public Radio/American Association for the Advancement of Science.

Rossbacher earned the doctoral degree in 1983 and a M.A. in 1979, both in geological sciences, from Princeton University. She also earned a M.A. in geological sciences from the State University of New York at Binghamton in 1978, and a B.S. in geology from Dickinson College in 1975, graduating summa cum laude. She was named to Phi Beta Kappa in 1974.

Rossbacher is the author of an extensive list of books, manuals and research publications, and the recipient of numerous scholarly and professional awards. Her service roles include serving as a member of the Geological Society of America's Committee on Minorities and Women in the Geosciences, 1998-2000, and as chair of the American Association for the Advancement of Science during 1998-99, among a number of other professional activities.

Rossbacher also has authored a bimonthly column since 1988 in *Geotimes*, a publication of the American Geological Institute, and served on its Advisory Committee, Editorial Board and Strategic Planning Committee. In addition, she has served on the board of directors of the American Conference of Academic Deans, and as owner of an active listserver discussion group for about 300 member deans.

Honorary Degrees

During 1997-98, six honorary degrees were awarded by University System of Georgia institutions to a broad array of leaders representing business, industry and public service. Awarded at annual commencement ceremonies in June, August and December, the degrees are intended to honor notable achievement in an academic field, the arts and letters, the professions, or public service.

The current Policy on Honorary Degrees was adopted by the Board of Regents in June 1995, with the first awards conferred during Spring 1996 graduation ceremonies. The program has been implemented throughout a trial period of three academic years by the University System's research, regional and state universities. Because of its success, the program has been extended for another five years. Eligible institutions may confer the honorary degree upon a maximum of two awardees per year.

The goal of the honorary degree initiative is to highlight the University System's national prestige and the academic and service priorities of participating institutions. System officials hope the policy will enhance cultural activities on the campuses by exemplifying the highest standards of human achievement through those who are selected to receive the awards. The establishment of strong and continuing bonds between System campuses and the nation's top role models is another desired outcome.

The program is meeting its goal of raising the profiles of University System institutions throughout the state and nation. It has provided a vehicle for recognition of the public service records of some of Georgia's most outstanding citizens — leaders like Andrew Young, Billy Payne and Tom Cousins — who have given back immeasurably to their communities.

At the end of the 1997-98 academic year, University System institutions had awarded 24 honorary degrees in the following categories: Doctor of Humane Letters, Doctor of Arts & Letters, Doctor of Letters, Doctorate of Public Service, Doctor of Laws, and Doctor of Science. A listing of degrees awarded by institution in 1997-98 follows:

University System of Georgia Honorary Degree Recipients
July 1, 1997 – June 30, 1998

Institution	1997	1998
Georgia Southern University	Frank Everett Williams	Jackie A. Strange
Georgia State University	Elena Diaz-Verson Amos	Franklin Garrett
University of Georgia	—	Thomas Cousins
Valdosta State University	—	James Dewar

Franklin Garrett (on left)

Naming of Facilities

Six University System institutions took advantage of a recent change in the Board of Regents policy regarding the naming of campus facilities and conferred high honors on seven outstanding individuals by naming a key campus structure in their name.

In the past, the Board of Regents had dictated that the naming of campus buildings, streets or other structures should be reserved as a posthumous honor. However, in December 1996, the board broadened the policy to allow living recipients, with strong caution to institutional officials. The board amended its policy to allow persons being honored "to enjoy and take part in the honor when it is bestowed."

The criteria for selection of a living individual stipulates that they must have "provided outstanding service to the institution, to the state, to the nation, or to society." In addition, the candidate "must have been disassociated from employment by the University System or from state or federal government employment for at least two years prior to the naming."

Both the letter and spirit of the policy are clearly stated: "The act of naming a University System facility or street for a person is the conferral of not only a high honor, but also a conspicuous honor," the policy reads. "It publicly exhibits the judgment and standards of the University System of Georgia and signifies lasting approval of the actions of the person being honored. Given the fact that a name may be on display for decades, the task of naming should not be taken lightly."

The new policy applies to the naming of all "physical facilities" and streets on all campuses within the University System, which includes buildings of all types, sports facilities, and even outdoor areas that may not have physical walls — such as quadrangles, gardens, lakes, recreation fields, etc. University System presidents are charged with ensuring that "the proposed naming is consistent with the interests of the institutions and the University System," and that the value of the service warrants the honor.

A listing of facilities named by University System institutions during 1997-98 follows:

University System of Georgia Facilities Naming
July 1, 1997 – June 30, 1998

University System of Georgia Facilities Naming
July 1, 1997 – June 30, 1998

Institution	1997	1998
Abraham Baldwin Agricultural College	Chambliss Building	—
Columbus State University	Charles B. Morrow Clubhouse	—
Gainesville College	Hugh Mills Physical Education Complex	—
South Georgia College	George A. Cook Stadium	—
State University of West Georgia	James E. Boyd Math-Physics Building	Ward B. Pafford Social Science Building
Valdosta State University	—	S. Walter Martin Nursing Building

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The University System of Georgia's Vision Statement Access to Academic Excellence for the New Millennium: A Vision for the University System of Georgia

In the Fall of 1994, the Board of Regents of the University System of Georgia crafted a vision statement to guide its long-term planning and decision-making responsibilities. That document, **"Access to Academic Excellence for the New Millennium: A Vision for the University System of Georgia,"** was extremely well-received by the board's constituents and stakeholders. Since its adoption, the vision statement has served and continues to serve as the foundation for the board's focused progress. It articulates an extremely well-defined charter for enhancing the academic excellence and prominence of the University System of Georgia. It has become a roadmap for success. The text of that document follows:

As Georgia emerges as a leader in a global society, the University System of Georgia will lead in access to academic excellence. Among the nation's public universities and colleges, Georgia's will be recognized for first-rate undergraduate education, leading-edge research and committed public service. Georgians will appreciate the System's prestige and leadership in public higher education, including its graduate and professional programs, as fundamental to the state's economic, social, technological and cultural advancement. The University System of Georgia and its component colleges and universities will sustain close contact with the people of Georgia, be responsive to the needs of Georgians first and foremost while raising their aspirations, and generate a more highly educated populace throughout the state. It will seek to create for students from various background every possible avenue to intellectual achievement without compromising academic excellence, and challenge them to their full potential for leadership. Its students, who are its heart and soul, will therefore be its strongest supporters.

To these ends, the University System of Georgia will be characterized by:

- A whole that is greater than the sum of its parts, in which each campus has a clearly focused and valued mission, and all contribute their strong, bright threads to a network of programs that covers Georgians' diverse needs for higher education.

- Students who master their majors and the basic skills of critical reasoning, independent thinking, computation, communication, collaboration, and creativity needed to enter the workplace with confidence, to move beyond entry-level jobs, to pursue lifelong learning, and to exercise leadership as contributing citizens who advance their families, communities, state, nation, and world into the new millennium.

- A world-class, diverse faculty and staff who have superior communication and teaching skills; who use new technologies, roles and curricular innovations creatively to enhance student learning; and who exhibit the highest standards of intellectual achievement and continuing growth, social responsibility, and concern for students.

- Active partnerships with business and industry, cultural and social organizations, and government in order to analyze, project, and respond to changing state and regional needs, to support Georgia's economic and cultural development and to insure that its graduates are prepared for the future.

- Campus learning communities that engage students with the ideas that mark educated persons, global and multicultural perspectives, and advanced technology to develop both ethical principles and intellectual flexibility for the world of tomorrow, and that celebrate and energize the student spirit, while respecting and supporting the different ways students develop their minds, their persons, and their citizenship.

- Leadership in establishing higher state standards for post-secondary education and — with the public schools and technical institutes — in improving and valuing education at all levels, helping students move smoothly within the System and from one educational sector to another, and insuring that all students who enter the University System are prepared to succeed.

- A Constitutional Board of Regents that establishes clear policies and review procedures to promote the continuing improvement of every unit and of the System as a coordinated whole, that encourages initiative and innovation throughout the System, that requires full accountability from all, and that insures responsible stewardship.

The University System of Georgia will hold itself accountable to the citizens of Georgia for the effective and efficient use of every available material resource, new technology, and human insight and activity to achieve access to academic excellence for all citizens, and to charge its collective intellectual power on behalf of the state.

Where We Started

Overview

Four years ago, in October of 1994, the members of the Board of Regents of the University System of Georgia signed their names to a historic document: **"Access to Academic Excellence for the New Millennium: A Vision for the University System of Georgia."** This vision statement (printed on the preceding page) reflected the Board's determination to establish an overarching framework for all future actions the regents would take on behalf of Georgia's 34 public colleges and universities. In addition to their vision statement, the Board also adopted a set of 34 guiding principles (shown here and on the following page) based upon this vision. This is the strategic framework upon which the Board has built its policies, directives and initiatives since 1994. And in every case, Board actions directly support their initial vision.

University System of Georgia
Guiding Principles for Strategic Action

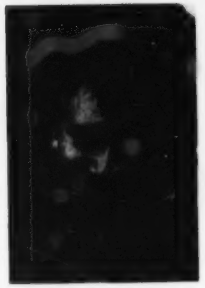
The University System of Georgia shall:

Student Access for Success

1. Stimulate Georgians' aspirations for higher education, have high academic standards for its students and programs, challenge and assist students to meet or exceed those standards, provide sound academic and career advice, help students prepare for employment and lifelong education in a changing world, and increase the number of well-educated Georgians.
2. Place the welfare of its students, within the context of academic quality, as its first priority in decision-making at all levels.
3. Seek a high-quality, diverse pool of students to admit, insuring that the majority has the preparation considered necessary for college success and providing focused support for those students whom it selectively admits without the standard preparation.
4. Insure that Georgians comprise the large majority of its students, with special emphasis on the representation of minorities among its successful graduates and shall strategically recruit students from other states and nations so that all may benefit from a diverse student body.
5. Reasonably accommodate the needs of non-traditional learners in providing access, services, and instruction.
6. Insure that each of its institutions provides an educational, physical, and social environment that supports learning and growth, raises ethical issues for consideration, embraces cultural diversity as a social norm and economic asset, and prepares its students for leadership, collaboration, and conflict resolution in an international, technological, and environmentally responsible society.
7. Insure adequate written policies and procedures for dealing with student complaints and discipline, with proper attention both to advocating students' concerns and to holding students responsible for their actions, in order to provide fair treatment of students collectively and individually at the institutional level, with specified grounds for appeal to its Board of Regents.

Academic Excellence and Recognition

8. Promote to Georgians and the nation its commitment to service by supporting strong undergraduate, graduate and professional education; pathbreaking research and creativity; and other national patterns of academic excellence in its curricula and operations.
9. Make the best possible freshman-sophomore education available for students at all of its institutions, shall ease the transfer of lower-division credits among its institutions, and shall expect all students seeking a baccalaureate degree to undertake and complete a core curriculum at one of its institutions or by transfer from a comparable college or university.



10. Use educational technology, innovation, and teaching strategies that produce the most learning by engaging students actively, collaboratively with other students, and in frequent contact with faculty. It shall promote and reward excellence in teaching, and shall maximize the benefit to students and the state from the research, scholarship, and service activities that complement teaching.
11. Make teacher education a high priority, holding all its programs for current as well as prospective teachers to high standards of quality, innovation, and technological advancement.
12. Insure that its historically black institutions are models of access to academic excellence, full partners in land-grant and other collaborations, and assets in the entire System's continuing initiatives to eradicate inequities and to increase current opportunities for all Georgians.
13. Insure that each of its institutions has a clear, substantive, distinctive mission that supports the mission and vision of the System as a whole; a commensurate array of academic programs; and adequate resources concentrated to emphasize its distinctive strengths. The University System also shall encourage program collaboration and otherwise minimize unnecessary program duplication among its institutions, particularly in costly programs.

Development of Human Resources

14. Recruit aggressively and nationally for talented, diverse faculty to serve the various missions of its institutions. It shall also develop and retain faculty in an attractive, collaborative, productive environment for teaching and learning that includes, for both non-tenured and tenured faculty: clear personnel standards and policies; expectations and programs for continued professional growth; resources to support excellence in teaching, scholarship, research and community service; competitive compensation and other recognition for meritorious performance.
15. Recruit and retain nationally respected administrative

leaders and well-qualified staff, who are diverse in background and committed to students and to the missions of their respective institutions. It shall support them with the resources they need to do their jobs, clear personnel standards and policies, professional development opportunities, and competitive compensation to reward achievement, encourage excellence and teamwork, and insure accountability at all levels.

16. Have strong written policies and procedures for selecting personnel, for establishing expectations, for making personnel decisions and handling appeals at the lowest responsible level, shall maximize authority and accountability for its institutions to resolve grievances, and shall specify the grounds for personnel appeals to be referred to the Board of Regents.
17. Be proactive in pursuing equity and in managing risk, thereby maximizing the effective talents of its personnel and minimizing human injury and related legal costs.

Efficient Use of Resources

18. Have strategic enrollment policies that determine the number of students its various institutions can serve excellently based on its projected resources. It shall forecast changes in student demand and resources, prepare effectively for those changes, market the full range of its campus settings, and make optimal use of all existing human and physical resources, including the access-cornerstone capabilities of its two-year colleges, to advance Georgians' access to academic quality.
19. Encourage its institutions of all sizes to be full partners in inter-unit collaboration, shall provide incentives for technological and other innovations, shall maximize economies of scale in configuring its campuses and academic programs, and shall also use interstate cooperation to meet Georgians' needs for higher education.
20. Pay priority attention to regions of the state with unusually underserved populations and/or exceptionally large population growths in managing access to needed academic programs and collaborative delivery of needed educational services.

21. Support the responsibility of its individual institutions to monitor and meet local needs, and to take advantage of local opportunities, by initiating collaborations whenever appropriate, by acting on their own when it is consistent with academic quality and mission, and by functioning as effective brokers to bring to bear on local needs the resources of the entire System.
22. Base its capital priorities on a Systemwide perspective, strategic and academic program planning, audits of existing and projected physical capacities, and careful analysis to determine the benefits of renovation or new construction as options to meet needs.
23. Design and build facilities flexibly to accommodate tomorrow's educational methods and technologies for distance education, and shall balance local initiative and central oversight in their design and construction in order to enhance both campus environments and statewide economic benefits.
24. Seek its full share of state revenues to meet a realistic, long-term estimate of its needs; aggressively pursue private gifts in support of quality higher education and public funding at local, state, and national levels; keep tuition reasonable and predictable, with priority consideration for Georgians and undergraduates; and insure that its budgetary policies and practices all support its strategic priorities.

System Strength Through Governance

25. Maximize the effectiveness of its Board of Regents in setting policy and priorities, communicating its will on a continuing basis through a well-staffed Chancellor's Office, and guiding toward its vision the System's institutions and program operations through the presidents.
26. Exercise the Board of Regents' constitutional governance authority over its institutions within the context of constructive, continuous relationships with the General Assembly, the Governor's office and other state agencies.
27. Use the best management practices of continuous strategic planning and quality improvement, suitable standards and rewards, regular assessment reviews, and a focus on learning productivity, all in an atmosphere of cooperation and accountability. It shall thereby insure the implementation of its policies, the effectiveness of its programs and units and administrative leaders, and proper stewardship by its Board of state resources to provide Georgians access to academic excellence.
28. Develop reliable, broad-based data and draw on effective advice — including state, regional, and institutional perspectives of administration, faculty, students, community leaders and other stakeholders — for its policy decisions.

Effective External Partnerships

29. Create deep, rich partnerships with elementary and secondary schools by initiating and supporting collaborative faculty development, dynamic and sustained pre-college programs, and other projects throughout its institutions to assist in insuring that Georgia's children and young people receive strong preparation and advisement for college study and lifelong learning.
30. Maintain an interactive, reciprocal partnership with the Department of Technical and Adult Education that includes distinct missions, collaboration and open communication, bridges between the two systems, complementary involvement in school-to-work and other programs, and the recruitment of students to whichever post-secondary program best serves each individual's immediate educational needs.
31. Maintain and expand contacts with business and government leaders and organizations to assist them in accomplishing their goals in an increasingly international environment, to insure that its own non-credit and degree programs are current and flexible, to provide students with opportunities for involvement with business and government, and to bring System resources fully to bear on the state's economic development.
32. Maintain both direct and technological linkages with major cultural and social organizations and governmental agencies, encourage joint projects with them, maximize their access to its continuing education and support resources, seek their assistance to develop curricular, research, and service projects and student opportunities, and work collaboratively to advance and enrich the quality of life for all Georgians.
33. Pursue coordinated approaches to statewide, national, and international telecommunications and other technological initiatives that maximize public access to information, benefit public health and material well-being, and improve educational access, quality, and cost-efficiency.
34. Promote the highest possible public opinion of its impact on the lives of all Georgians by interpreting its needs, activities, and accomplishments with sustained effectiveness to the general public and to business, community and political leaders at both state and local levels, and by engaging Georgians in strong support for quality public higher education.

Where We Are, Where We're Going — A Progress Report on the University System of Georgia's Efforts to Realize its Vision for Access to Academic Excellence

Since adopting its Vision Statement and Guiding Principles, the Board of Regents has approved and implemented a number of policy directives to achieve its goals. For purposes of compiling this status report, these policy directives have been grouped under four broad categories: Maximizing Innovation and Technology, Strengthening Standards and Improving Quality, Expanding Partnerships, and Improving Planning and Operations.

The following matrix illustrates the status of activity in these areas in 1994, progress made by 1998, and where the System aspires to be in 2001. The numbers in parentheses after each progress item refers to the Guiding Principle(s) that item addresses.

1994	1998	2001
Maximizing Innovation and Technology		
Technology Initiatives ■ Limited focus on technology needs via facilities planning and construction [22]. ■ USG has small network (PeachNet) used primarily for administrative purposes and limited academic instruction [33]. ■ Technology implemented largely on an individual institutional basis; not all institutions had GSAMS installations [23]. ■ System still to move to a comprehensive approach to development and use of technology; all activity based upon an entrepreneur model of development [33].	■ General Assembly approves funding for technology-oriented special initiatives [22, 24]. ■ Technology infrastructure funds coupled with building renovation and new construction to ensure accessibility to technology [23]. ■ PeachNet expands to support technology initiatives; network has grown by a factor of 10 since 1994; GALILEO in place at all USG institutions and eight campus residence centers, 158 public libraries, 34 technical institutes, 192 K-12 school districts and technology centers, 41 private higher education institutions, one aircraft carrier; two distance-learning classrooms installed at all USG institutions. In fall of 1997, 208 GSAMS courses offered by 22 institutions — a 150 percent increase since 1994 [5, 33]. ■ BOR initiates in 1998 comprehensive review of USG's instructional usage, with goal of developing principles and guidelines for future implementation [33]. ■ "Connecting Teachers and Technology" initiative prepares faculty to use technology; 30 technology-rich model classrooms funded; since 1996, 90 model technology courses funded; Connecting Students & Services initiative in implementation, including BANNER project; on-line common admissions application form in development [10].	■ Building infrastructure for technology has become as commonplace as any other infrastructure. Similarly, personnel to maintain technology becomes a part of the cost of operation, just as is building and grounds maintenance [23]. ■ A 21st-century educational facility is being built in Gwinnett County [23]. ■ PeachNet has expanded its capabilities x1000 since 1994 to provide a comprehensive array of educational delivery services [33]. ■ USG offers a significant number of electronic degrees both at the undergraduate and graduate levels [33]. ■ System continues to develop programs that incorporate extensive private matching support with state appropriations such as the Eminent Scholars program and the Equipment Technology and Construction Trust Fund [24].

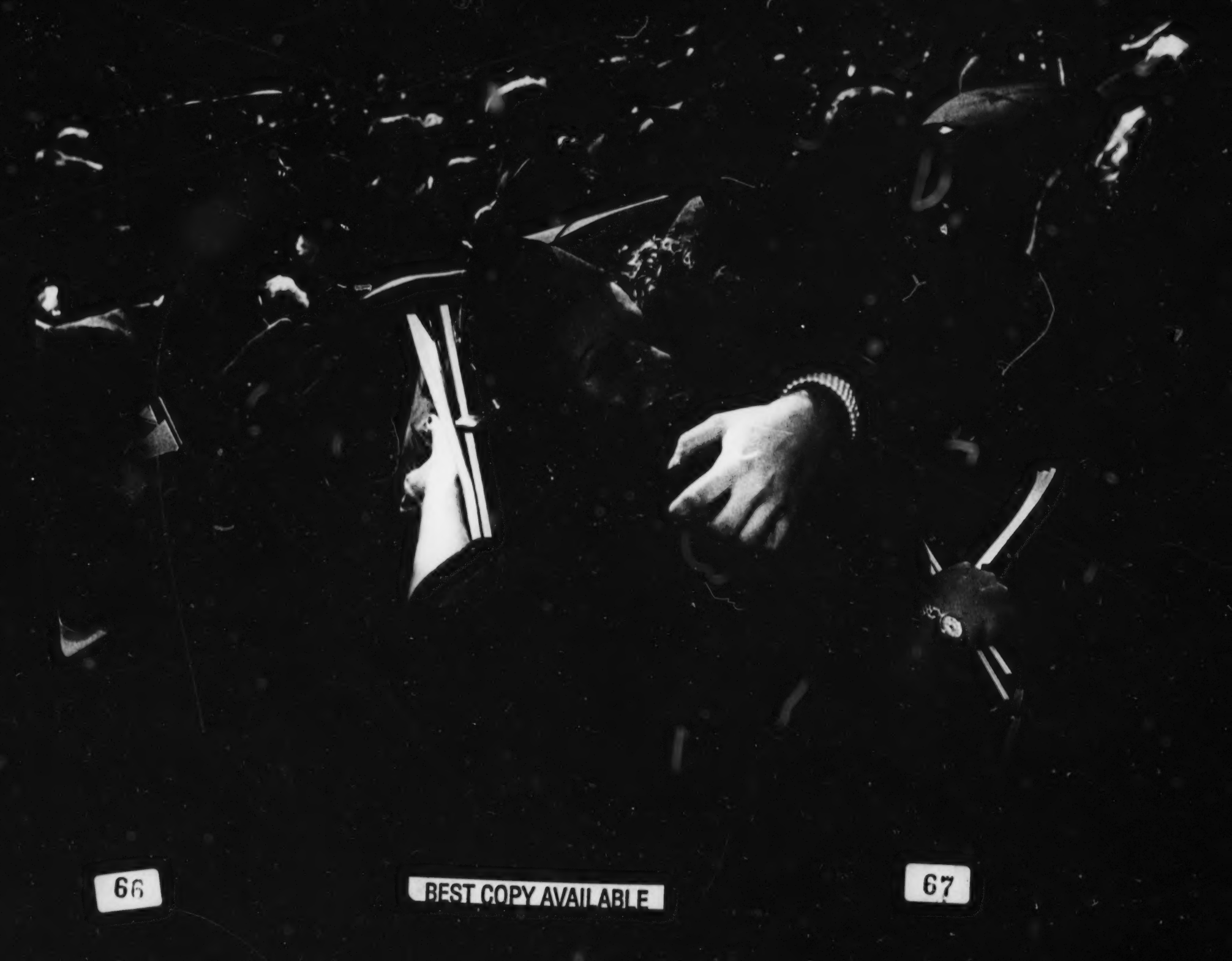
1994	1998	2001
Strengthening Standards and Improving Quality		
Teacher Preparation ■ Last Systemwide review of Teacher Certification programs was in 1991 [11].	■ Board of Regents adopts set of guiding principles and an action plan in June 1998 which will result in fundamental changes in the way USG prepares students for teacher certification and improve the quality of teacher candidates [11.]	■ Teacher Preparation Initiative in full implementation; better students recruited to teaching; fewer teachers teaching out-of-field; greater retention of new teachers; more involvement of teachers in decision-making; USG's "guarantee" implemented [11].
Faculty and Staff Development ■ Recruitment of faculty/staff dependent upon institutions; a comprehensive policy for recruitment had yet to be developed [14, 15]. ■ University System had two women presidents and three African-American presidents [15]. ■ USG faculty salaries seventh in 1992 among the 15 states in the Southern Regional Education Board (SREB) [8]. ■ USG lacked a formal faculty or staff development program [8]. ■ Measures to reward teaching established at institutional level and not System-directed [9]. ■ Goals and methodology on the use of technology in teaching were yet to be established at the system level [9]. ■ Limited training opportunities for faculty/staff in technology; System lacked a specific technology-focused initiative or post-tenure review policy to encourage faculty to enhance teaching skills. [10/11].	■ System Central Office develops policies and programs to aggressively recruit staff on a national level. Central Office is staffed with national-caliber administrators [14/15]. ■ Board updates policies on recruitment and hiring; new process implemented for selecting institutional presidents. Presidents' group includes: eight women, five African Americans, one foreign-born [15]. ■ For FY'96-'99, Governor and General Assembly provided USG faculty/staff with average six percent merit-based salary increases. USG faculty salaries second in 1998 among 15 SREB states at both four- and two-year institutions [8]. ■ Professional Development program in place for 30,000 employees along with a post-tenure review program that will review all tenured faculty at least every five years. [8, 10, 27]. ■ BOR establishes programs to reward/recognize teaching: Distinguished Teacher Program and Regents Teaching Excellence Awards [9].	■ System consistently able to attract the highest level "first-choice picks" of a diverse faculty, staff and administrators. System enjoys high levels of retention for existing faculty and staff [14, 15]. ■ All tenured faculty will have gone through first cycle of post-tenure review process; professional development ongoing [14]. ■ System continues to be a leader in SREB region for salaries and competitive nationally [8, 14]. ■ Teaching has become a key focus at all institutions; with outstanding faculty receiving recognition at their home institutions and in the System [9]. ■ Technology has become an integral part of the teaching process at all institutions; and teachers are well-equipped and trained in the use of technology in teaching. Information and instructional technology training is available on demand for faculty/staff [10].

1994	1998	2001
Internationalizing Education ■ Comprehensive approach to international admissions needed, few System guidelines or policies addressing international student admissions [4]. ■ Opportunity existed for a comprehensive approach to international exchange programs; study-abroad scholarships offered only at institutional level; System had not yet developed multi-institutional, collaborative study abroad programs [6].	■ Policy Directive on Internationalizing Education developed in 1995. Goals include: 2 percent of University System faculty participating in international programs annually by 1997 (achieved) 2 percent of University System students in study abroad program by 2000 [4]. ■ International admissions committee formed, recommended guidelines up for review [4]. ■ For second consecutive year, 100 students awarded Regents' Study Abroad scholarships, supported by American Institute of Foreign Study and Coca-Cola Foundation matching funds [6].	■ International admissions guidelines will have been adopted; multi-institutional recruitment of international students will be piloted [4]. ■ Students will be able to apply electronically for study-abroad scholarships via the Internet [6]. ■ Institutional matching of corporate partners will foster local level fundraising by institutions for study-abroad scholarships [6]. ■ All 34 System institutions will report annually the number of students studying abroad to the Central Office and the IIE census [6].
Admissions ■ USG had an essentially "open admissions" policy; 15 CPC requirement could be waived [1]. ■ 29.5% of all freshmen in learning support because they fell below USG minimums. [1]. ■ Students who transferred within the System faced little systematic support to assist them [2]. ■ Georgia was in need of a comprehensive effort to help students from at-risk situations prepare for college-level work [3]. ■ System had not conducted a thorough review on the number of hours which could be required for a degree [2]. ■ Nontraditional learners out of high school for many years required to meet high school college preparatory requirements [5]. ■ Most course work for nontraditional students offered only at institutional sites and during regular business hours [5].	■ Board of Regents adopted new admissions requirements in 1996, to be fully implemented by fall 2001. CPC requirement increased to 16 CPC units (additional math unit); established "Freshman Index" as a benchmark guide for the admissions process. Minimum admissions requirements set by institutional sector [1]. ■ Non-traditional learners able to enroll in college courses without having to meet all CPC requirements; increasing number of courses offered at alternative sites and times [5]. ■ Fall 1996, 22.1 percent of all freshmen in learning support because they fell below System minimums [1]. ■ Core curriculum revised to enhance quality of degrees. Caps set on maximum number of hours for baccalaureate and master's degrees; most programs can be completed within four years [2].	■ New admissions requirements fully effective in fall 2001. Four-year institutions will not allow traditional students to be admitted with any CPC deficiencies; two-year institutions will allow no more than 3 CPC deficiencies [1, 18]. ■ New freshmen straight from high school needing developmental studies will not be admitted at four-year institutions, but still admitted at two-year colleges [1]. ■ Performance-based admissions standards piloted (as alternative model) through P-16 [1]. ■ Comprehensive program review will be implemented at all institutions [2]. ■ Students able to obtain information and apply to any USG institution electronically [4]. ■ Students, faculty, staff and citizens can apply for admissions and enroll in courses electronically [5]. ■ Programs expanded to accommodate larger numbers of nontraditional learners [5].

1994	1998	2001
Expanding Partnerships		
Student-Centered Collaboration in Public Post-Secondary Education ■ Communication between USG and Department of Technical and Adult Education (DTAE) limited; little collaboration to broaden student access to higher educational opportunities [19, 29, 30]. ■ 1993 Georgia Senate Study Committee recommends stronger collaboration between DTAE and BOR [30].	■ Georgia Postsecondary Education Collaborative Council (GPECC) formed and improves USG/DTAE relationship; addresses issue of student access, increases the number of students receiving co-op degrees, and makes student transfer between the two systems easier. This partnership has resulted in the creation of the Bachelor of Applied Science Degree, enabling students to begin study at a technical institute and eventually complete study for a bachelor's degree at selected University System institutions [19].	■ Number of graduates of B.A.S. degree will expand, as well as number of USG institutions offering this degree [30]. ■ New "bridge" programs will be developed which will ease student transition from career associate's degrees to traditional baccalaureate degrees [30].
Pre-School to College Education ■ Little collaboration among Department of Education (DOE), DTAE, and USG to address issues of student success and access [29/30]. ■ Georgia was in need of a comprehensive effort to help students from at-risk situations prepare for college-level work [3/29].	■ P-16 initiative established by Governor Miller to address issue of student success from kindergarten through postsecondary level [29, 30]. ■ 15 local P-16 councils established; statewide P-16 council involves DOE, DTAE, USG. Thirty USG, 23 DTAE institutions, 147 school districts, 23 private schools, 80 businesses, and 41 public agencies participate in P-16 [29, 30]. ■ Postsecondary Readiness Enrichment Program (PREP) launched in summer 1996 to address the needs of seventh graders in "at risk" situations in order to prepare them for college and raise their aspirations. Currently more than 15,000 students are enrolled in PREP. Program cited by President Clinton as a national model. More than $8 million raised from private sector for PREP/P-16 [3].	■ P-16 Councils established statewide, implementing recommendations to improve student success at every level; initiative has led to a high level of collaboration between DOE, DTAE and USG to impact student access and success at all educational levels [29]. ■ PREP program will become institutionalized, having served more than 75,000 students [3, 29].

1994	1998	2001
Partnerships with Business ■ System lacked organizational structure at Board of Regents' level to either promote economic development or coordinate business/economic development needs and USG resources [31]. ■ Economic development efforts centered at USG institutions include Georgia Tech's ATDC (Advanced Technology Development Center) and Economic Development Institute and the University of Georgia's Small Business Development Centers [31].	■ Office of Development & Economic Services established. Programs developed include business surveys, workforce needs assessments, development with Governor Miller in 1995 of Intellectual Capital Partnership Program (ICAPP) at Board of Regents to support Georgia's economic development with University System resources. ICAPP launches ICAPP Advantage program with Total Systems Services, Inc. in Columbus to secure 1,200 computer programmer jobs and $100 million in new investment in Columbus (1996); expands to other regions and companies [31].	■ ICAPP has an institutionalized response process that keeps USG close to Georgia businesses. USG has enhanced its "quick response" capabilities so that Georgians don't get left behind in emerging, fast-changing markets [31]. ■ USG has taken national leadership in production of Information Technology workers [31].
Improving Planning and Operations **Semester Conversion** ■ All institutions on quarter calendar, even though approximately 60 percent of institutions nationally on semester calendar [9]. ■ Core Curriculum had not been reviewed and revised on a systemwide basis; System policy on credit transfers not strongly endorsed or enforced [9].	■ In fall 1998, 33 University System institutions move to semester calendar with remaining institution to begin semester calendar in fall 1999. Nationally 70 percent of colleges now on semester calendar [9]. ■ Core curriculum revised. Caps set on maximum number of hours for baccalaureate and master's degrees; most programs can be completed within four years. Credit transfer procedures streamlined [2, 9].	■ All institutions have successfully implemented semester calendars [9]. ■ Credit transfer has been significantly improved, making student access and transfer seamless [9].
Tuition ■ Tuition and fee policies needed to be reviewed. Out-of-state students subsidized; undergraduate and graduate tuition identical [4, 24].	■ New tuition structure for out-of-state students; graduate student fees increased to cover full costs of instruction; independent assessment conducted of student fees, new guidelines developed [4, 24].	■ Accountability measures ensure System continues to offer "fair value" in terms of tuition and fees, preserving Georgia's low tuition status, at the same time favoring Georgia residents [24].
Capital Priorities and Master Planning ■ Comprehensive plan needed to identify capital priorities and campus master plans based upon a review of state needs and System resources [22].	■ New capital priorities planning process utilized for FY'99 budget process, resulting in record capital project program for System [22]. ■ Ten Master Plans completed [22].	■ Capital Priorities Planning Principles continue to drive facilities development in conjunction with enrollment and academic program assessments [22]. ■ All campus master plans completed [22].

1994	1998	2001
Mission Development and Review ■ System needed to develop a strategic plan or comprehensive planning process to help set budgeting and planning priorities; System and institutional missions needed to be defined in a statewide context; accountability measures needed to be put in place to encourage continuous quality improvement [13, 20, 21, 24, 27]. ■ System needed to develop a process to assess state and local needs in order to integrate specific demands into budgeting and planning [21]. ■ System needed to develop a policy to foster collaboration among institutions [19, 21]. ■ Institutions offered programs at off-campus sites with little or no System or institutional coordination, without consideration of specific institutional missions or recognition of regional needs, and with some duplication of programs [20].	■ System undergoes a comprehensive mission review in 1995 resulting in approved missions for all 34 institutions and System sectors, and identified needs in key state areas [13, 20, 21, 27]. ■ System redirects $23.6 million in 1995 on a competitive basis to three national patterns of excellence and 21 collaborative programs for three years. All programs evaluated; effective programs received new funding [13, 19]. ■ Launched Systemwide program to develop collaborative programs among USG institutions that meet state needs, set national patterns of excellence; 24 proposals funded for three years, beginning FY'96 [19]. ■ Board of Regents' Comprehensive Plan, approved June 1997, defines the System's future role in the state and helps in meeting anticipated demands upon public higher education during 1998-2002. Plan sets five-year institutional enrollment targets; establishes guidelines for academic and workforce needs and capital priorities — all integrated with budget process to include accountability measures [18, 20, 24]. ■ In Dec. 1997, Board of Regents approves off-campus center policy; new bachelor degree programs authorized to serve identified needs in specific regions [20].	■ Majority of campuses within enrollment targets. ■ Comprehensive Planning and Institutional Missions processes continue to drive local needs assessments, academic programming and capital priorities, and these processes are institutionalized throughout System. Comprehensive Planning process continues to ensure all budgeting decisions reflect System's strategic priorities [19, 21, 22, 26, 27]. ■ Statewide needs analysis will continue to identify the educational needs of the labor market as well as any educationally under-served areas of the state, enabling University System policies to more accurately and effectively address those needs [20, 28]. ■ Permanent centers approved by BOR in 1997 will be operational [20]. ■ Continue to expand existing collaborative efforts; develop new areas of collaboration across state, national and international lines; System continues emphasis on and reward of collaborative efforts that meet identified priorities [19, 21, 26].
Alternative Dispute Resolution ■ System needed to develop a policy to resolve disputes and conflict through means other than traditional adversarial litigation [16].	■ Board adopts Alternative Dispute Resolution policy directive in 1995 to resolve conflict at an early stage and push resolution down to lowest administrative levels possible [16/17]. ■ Appeals to BOR reduced from 92 in 1996 to 65 in 1997 [16/17].	■ All institutions have implemented Alternative Dispute Resolution policy and use mediation process [14, 16, 17].



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another banner year of achievements

The state's public college and universities continue to garner recognition for the outstanding achievements of their faculty, staff and students — helping the University System to secure a leadership position among its peers in the Southern region and, increasingly, at the national level. Major initiatives at the System level also are capturing the national spotlight and contributing to continued momentum. While sustained success is necessary if the University System is to remain competitive and move from the top of the Southern region to a position of national preeminence, key milestones and quality achievements are being noted, reported and rewarded.
Here are selected highlights:

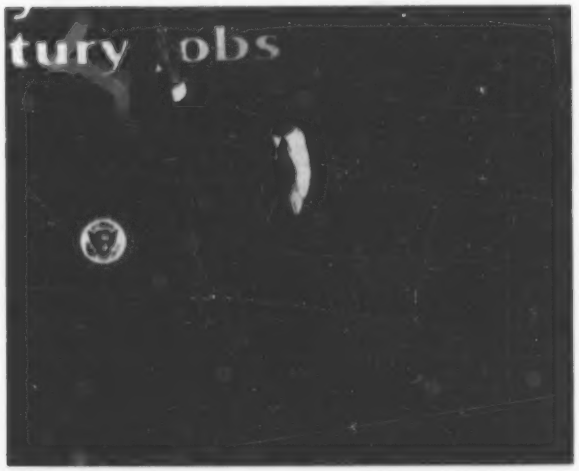
National Recognition and Achievement By The University System

- Two University System programs were cited during the past year as models of national excellence:
  - The White House saluted the University System's Postsecondary Readiness Enrichment Program (PREP) during an April ceremony as a model after-school initiative serving students in at-risk situations.
  - In March of 1998, Vice President Al Gore recognized the University System's economic development initiative during a visit to Columbus State University and the ICAPP/Total System Services project.
- In response to a Student Satisfaction Survey conducted in the fall of 1997, 78 percent of the University System's students responded that they were "satisfied" or "very satisfied" with their college or university.

National Recognition and Achievement By Our Campuses

- *Money* magazine's 1998 "Best College Buys" edition listed the University of Georgia as one of nine "unbeatable deals" nationwide where students can attend tuition free.
- The Robert Wood Johnson Foundation gave a $481,000 grant to the University of Georgia's Peabody Awards program to create a new award for excellence in health and medical programming. The Peabody Awards — the broadcasting industry's most prestigious honor — are administered by the University of Georgia's College of Journalism and Mass Communication.
- The 1999 edition of *Student Guide to America's 100 Best College Buys* recognized the University of Georgia and North Georgia College & State University for their top academic ranking and low costs.
- Georgia Tech was:
  - Named by both *U.S. News & World Report* and *Kiplinger's* as one of the top 15 public universities;
  - First in the nation in the number of master's degrees and second in bachelor's degrees awarded to all minority groups in engineering, according to *Black Issues in Higher Education*;
  - The third-ranked public university in the number of National Merit Scholars and fifth ranked in the number of National Achievement Scholars; and
  - The fourth ranked graduate engineering program in the nation by *U.S. News*, with seven additional engineering programs ranked in the top 10 nationally. Another 10 graduate programs were ranked in the top 20 nationally by the publication.
- Georgia Tech and Emory University have established what may be the first-ever joint department between a public university and a private university. The two top-ranked schools have established a joint biomedical engineering program, with professors at both universities in the department and Don Giddens, a Tech professor, as the chair.
- *U.S. News & World Report's* 1998 edition of "America's Best Graduate Schools" ranked:
  - Georgia State's J. Mack Robinson College of Business part-time MBA program fourth in the nation. The College was the only program from the South ranked in the top 10.
  - Georgia Southern University's Nurse Practitioner program in the top 5 percent, or 26th nationally, among similar programs.
- Georgia State's College of Law was recently named by *The Princeton Review* as the eighth most in-demand law school in the country. The American Bar Association's Section on Law Practice also named the college as one of the most "visionary" law schools in the country in technology use. The college's Meta-Index for U.S. Legal Research has received numerous awards and citations from on-line publications as one of the most valuable research tools available for lawyers.
- In December 1997, the U.S. Agency for International Development awarded Georgia State's School of Policy Studies $19.5 million to support the Russian Federation in a variety of fiscal reform activities, including drafting personal income tax law.
- The Medical College of Georgia's Nursing Anesthesia Program, which just graduated its first class of master's students, is ranked sixth in the nation by *U.S. News & World Report*.

- Medical College of Georgia researchers' Stroke Prevention Trials were halted 16 months early because of overwhelming evidence that regular blood transfusions can dramatically reduce the risk of seizures for children with sickle cell disease. These remarkable findings were reported in major newspapers such as *USA Today*, *The Washington Post* and *The New York Times*.



Vice President Al Gore

- Southern Polytechnic State University's Master of Science in Quality Assurance degree was offered via the Internet this year, the first such on-line quality assurance program in the Southeast and one of only two Internet degrees nationally in that discipline.
- Floyd College's and Clayton College and State University's Information Technology Project (ITP) has fostered national attention and media coverage ranging from *Business to Business* magazine to *Community College Week*. At Floyd College — the first two-year college in the nation to require student leasing of laptop computers — hundreds of inquiries have come in from around the country, generating faculty and staff presentations at national conferences. Floyd College President Lynn Cundiff discussed the project's success at a roundtable gathering at Oxford University. Clayton State's President Rick Skinner appeared on the CNN Financial television network discussing the project and the government task force on education's responsiveness to the information technology shortage, which he chaired. Skinner also wrote and was quoted in major media articles regarding the project in such publications as *Change: The Magazine of Higher Learning* and *Internet Week*, which labeled the initiative "the most ambitious telecommuting project in higher education."
- Kennesaw State University's Entrepreneurship program was named the nation's premier model for teaching undergraduate students the principles of business ownership and enterprise by the U.S. Association of Small Business and Entrepreneurship.
- Savannah State University was identified as an Upward Bound case-study site because of its rating as a "high-impact" project in four key student outcomes: educational expectations, application to or enrollment in college, high-school credits earned, and high-school grade point averages. The program was among the higher scoring projects in a national evaluation.
- Coastal Georgia Community College's Minority Outreach program, a drop-out intervention program for seventh-grade African-American males who are unlikely to complete high school, received broad national attention during the past year from the Southern Association of Community, Junior and Technical Colleges, *Community College Week*, and *Black Issues in Higher Education*.
- Gordon College established a Youth Science and Technology Center to serve the needs of approximately 2,000 area public school teachers in science and technology training. The program has received national attention, including $200,000 in free computer equipment from MicroSoft's Bill Gates.

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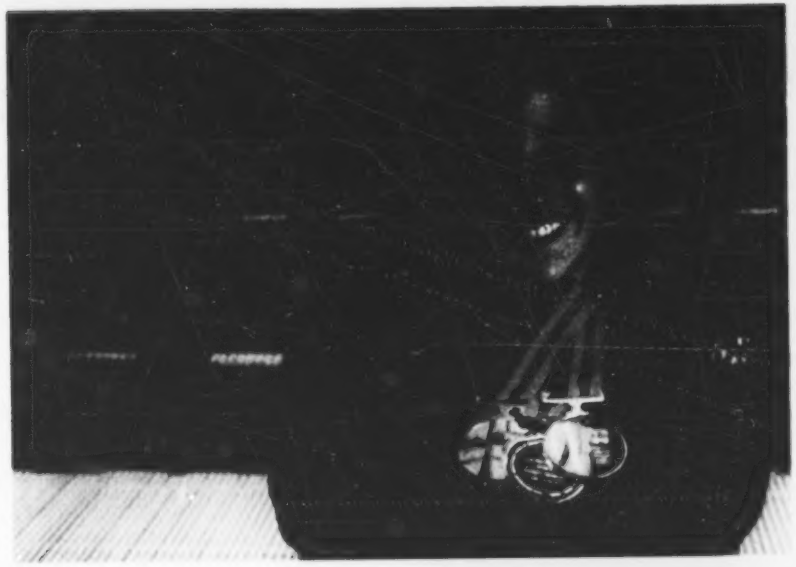
A Sampling of National Caliber Achievements
By University System Faculty and Staff

- Dr. Edward J. Larson, professor of history and law at the University of Georgia, received the 1998 Pulitzer Prize for history for his 1997 book *"Summer for the Gods: The Scopes Trial and America's Continuing Debate Over Science and Religion."*
- Dr. Susan Wessler, University of Georgia research professor of botany and genetics, was elected to the National Academy of Sciences. Wessler is the ninth active or retired University of Georgia faculty member elected to the National Academy of Sciences. Her election makes the University of Georgia among the leaders in the Southeast in the number of National Academy of Sciences members.
- Dr. Wyatt Anderson, professor of genetics and dean of the University of Georgia's Franklin College of Arts and Sciences, was elected to the American Academy of Arts and Sciences. Anderson is the seventh active or retired University of Georgia faculty member elected to the Academy.
- The University of Georgia's Dr. John Avise, research professor of genetics, was one of 10 people worldwide chosen to receive a $150,000 fellowship in marine conservation from the Pew Fellows Program.
- In the 1997-98 academic year, Georgia Tech led the nation in the number of National Science Foundation CAREER Awards. The annual awards are given to new faculty in science and engineering who have shown high promise in teaching and research. Massachusetts Institute of Technology (MIT) ranked second.
- Donna Hodnicki, director of Georgia Southern University's master of science in nursing program, was selected as a fellow in the 1998 Primary Care Health Policy Fellowship by the Bureau of Health Professions Public Health Service.

Dr. Edward J. Larson

- Dr. Evelyn Dandy, professor of education at Armstrong Atlantic State University, won a 1997 Harvard University Innovations in Government Award of $100,000 for her Pathways to Teaching Program that recruits under-represented populations to the teaching profession. The program was featured nationally on ABC-TV's World News Tonight with Peter Jennings and on CBS Radio.
- State University of West Georgia's Dr. Jonathan Goldstein of the Department of History received a grant from the Pacific Cultural Foundation in Taipei, Taiwan, for research toward publication of the book "China and Israel, 1948-1998: A Fifty Year Retrospective."
- Columbus State University's Faida M. Mitifu, assistant professor of French, was named ambassador of the Democratic Republic of the Congo to the United States, and has relocated to Washington, D.C.
- Coastal Georgia Community College President Dr. Dorothy Lord was elected to the President's Academy Executive Board of the American Association of Community Colleges and named to the Commission on Women in Higher Education by the American Council on Education.
- The profile of the University System was raised significantly during the past academic year by the naming of Chancellor Stephen R. Portch as one of 21 "Leaders Inside Academe" by *Change, The Magazine of Higher Learning*. Portch was profiled in a special section of the magazine's January/February 1998 issue titled "Who's Who — Higher Education's Senior Leadership," which was aimed at "identifying the most influential voices of the academy." Published by the American Association for Higher Education in Washington, D.C., *Change* is a prominent journal serving higher education.

Dr. Evelyn Dandy



Kristy Kowal

Saint Rooks

Outstanding Achievement and National Recognition By System Students

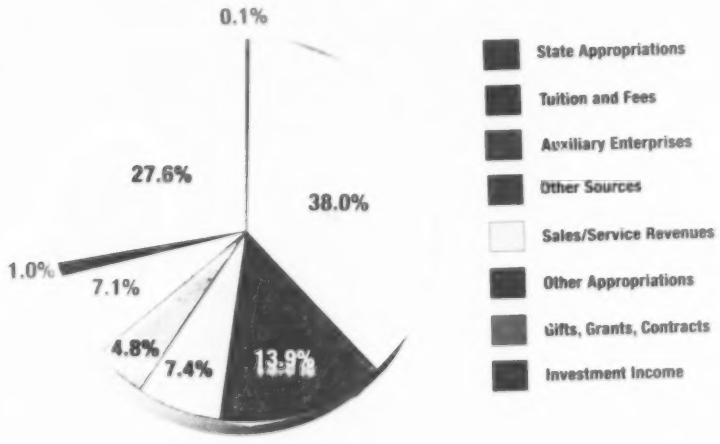
- SAT scores at the University of Georgia have increased by 81 points over the past 10 years, from an average of 1110 in 1987-88 to 1191 in 1997-98.
- At Georgia Tech, average SAT scores increased 30 points during the same period, to an average of 1290 in 1997-98, up from 1260 in 1987-88.
- Nearly seven out of 10 University System entering freshmen are receiving HOPE scholarships.
- University of Georgia senior Ellen Sutherland won a $30,000 Harry S. Truman Scholarship.
- Neeraj Chugh, a University of Georgia senior, won a Predoctoral Fellowship in Biological Sciences from the Howard Huges Medical Institutes, which provides a $15,000 award annually for at least three years.
- A team of MBA students from the Terry College of Business won first place at the 15th annual Moot Corp competition. The victory sealed a year in which teams from the University of Georgia captured all four leading national business-plan competitions — the best record any university has ever achieved.
- The University of Georgia nominated four students for the $7,500 Barry M. Goldwater Scholarship and all four won, making the University of Georgia the only school in the nation with a perfect record in this competition.
- The University of Georgia has had 17 Rhodes Scholars selected from its student body, including two in a recent three-year period: Robert Sutherland in 1996 and Scott Hershovitz in 1998.
- University of Georgia swimmer Kristy Kowal won the 1998 World Championship in the 100-meter breast stroke, becoming the first U.S. woman ever to win the world crown in this event, and the first female University of Georgia student athlete ever to win an individual world title in any event.
- Georgia Southern University's Saint Rooks, a junior anthropology major, raised $60,000 for the University's Center for Wildlife Education and the Lamar Q. Ball Raptor Center by completing a 4,250-mile cross-country bicycle trip.
- Five students who completed their undergraduate work at Albany State University in 1994 graduated from medical school in 1998.
- Southern Polytechnic State University Sophomore Jonathan Denalsky was one of only 60 students nationally selected for the highly competitive, year-long, national program "Congress-Bundestag Youth Exchange for Young Professionals."

the university system's financial status

Current Funds — Revenues

Source	1997-1998 $ Amount	1997-1998 Percent	Increase from 1996-1997 $ Amount	Increase from 1996-1997 Percent
Tuition and Fees	524,170,511	13.9%	56,319,900	12.0%
State Appropriations	1,432,695,297	38.0%	93,740,634	7.0%
Other Appropriations	37,792,520	1.0%	(3,178,900)	(7.8%)*
Gifts, Grants and Contracts	1,041,012,256	27.6%	156,907,405	17.7%
Investment Income	5,605,127	0.1%	288,449	5.4%
Sales and Services Revenues	266,600,744	7.1%	1,996,365	0.8%
Other Sources	180,284,625	4.8%	11,865,987	7.0%
Auxiliary Enterprises	277,936,956	7.4%	5,785,495	2.1%
Total Current Funds — Revenue (Unaudited)	**3,766,098,036**	**100.0%**	**323,725,334**	**9.4%**

*Decrease



- Yana Bakshevskaya of Novosibirsk, Russia, became the first international student in the 30-year history of the Miss Abraham Baldwin Pageant to claim the title.
- A Savannah State University student, Midshipman First Class Aldrith Oxendine, was one of 12 students nationally selected for the United States Automobile Association scholarship as one of the nation's most outstanding midshipmen.
- Atlanta Metropolitan student Cheryl Maxwell received a full scholarship for a semester of study at the University of Namibia in southern Africa. Maxwell studied special education, African history and Portuguese while attending the University.

Aldrith Oxendine

Yana Bakshevskaya

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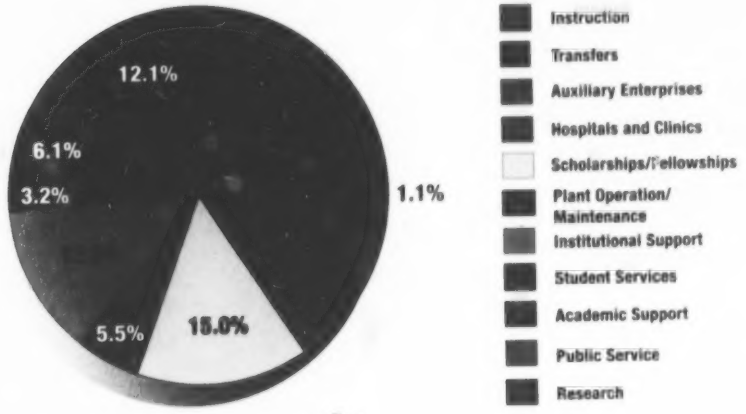
Current Funds — Expenditures

By Function	1997-1998 $ Amount	1997-1998 Percent	Increase from 1996-1997 $ Amount	Increase from 1996-1997 Percent
Instruction	942,971,677	24.9%	65,429,330	7.5%
Research	452,193,754	12.0%	11,754,812	2.7%
Public Service	184,241,906	4.9%	16,543,030	9.9%
Academic Support	228,152,145	6.0%	24,414,762	12.0%
Student Services	118,959,007	3.1%	5,963,728	5.3%
Institutional Support	480,171,951	12.7%	48,328,209	11.2%
Operation and Maintenance of Plant	207,070,487	5.5%	14,466,169	7.5%
Scholarships and Fellowships	563,033,972	14.9%	70,382,891	14.3%
Hospital and Clinics	316,104,042	8.4%	69,076,493	28.0%
Auxiliary Enterprises	249,051,065	6.6%	8,769,746	3.6%
Transfers	39,993,073	1.1%	15,169,070	61.1%
Total Current Funds — Expenditures (Unaudited)	**3,781,943,078**	**100.0%**	**350,298,242**	**10.2%**



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